U.S. Department of Education September 2003

2003-2004 *No Child Left Behind—Blue Ribbon Schools Program*

Cover Sheet

Name of Principal Mrs. Linda Love Stout
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Crawford Elementary School
(As it should appear in the official records)

School Mailing Address 100 Leonard Love Dr.
(If address is P.O. Box, also include street address)

Crawford	Texas	76638-3159
City	State	Zip Code+4 (9 digits total)

Tel. (254) 486-9083 Fax (254) 486-9085

Website/URL www.crawfordisd.net E-mail lstout@crawfordisd.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date February 4, 2004
(Principal's Signature)

Name of Superintendent* Mr. Ken Judy
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Crawford ISD Tel. (254) 486-2183

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date February 4, 2004
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. John Minnix
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date February 4, 2004
(School Board President's/Chairperson's Signature)

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1998.

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

1	Elementary schools
1	Middle schools
	Junior high schools
1	High schools
	Other (Briefly explain)
3	TOTAL

2. District Per Pupil Expenditure: $7,765.00

   Average State Per Pupil Expenditure $7,088.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

[ ] Urban or large central city
[ ] Suburban school with characteristics typical of an urban area
[ ] Suburban
[ ] Small city or town in a rural area
[X] Rural

4. 4 Number of years the principal has been in her/his position at this school.
   _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
EE	1*		1					
K	21	24	45		**7**			
1	16	22	38		**8**			
2	30	21	51		**9**			
3	22	18	40		**10**			
4	25	30	55		**11**			
5					**12**			
6					Other			
		TOTAL STUDENTS IN THE APPLYING SCHOOL →						230

* Participates in an early education program provided at our school. Other students in that class are from another school district.

6. Racial/ethnic composition of the students in the school:

89	% White
0	% Black or African American
11	% Hispanic or Latino
	% Asian/Pacific Islander
	% American Indian/Alaskan Native
100	% Total

7. Student turnover, or mobility rate, during the past year: 8 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	8.00
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	11.00
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	19.00
(4)	Total number of students in the school as of October 1	228.00
(5)	Subtotal in row (3) divided by total in row (4)	.08
(6)	Amount in row (5) multiplied by 100	8.00

8. Limited English Proficient students in the school: 3 %
7 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 16 %

37 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 13 %
30 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

____	Autism	____	Orthopedic Impairment
____	Deafness	1	Other Health Impaired
____	Deaf-Blindness	11	Specific Learning Disability
____	Hearing Impairment	20	Speech or Language Impairment
1	Mental Retardation	____	Traumatic Brain Injury
____	Multiple Disabilities	1	Visual Impairment Including Blindness

Note: Four students have a secondary handicapping condition included in this count.

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	1	
Classroom teachers	12	1
Special resource teachers/specialists	3	5
Paraprofessionals	5	2
Support staff	2	
Total number	23	8

12. Average school student "classroom teacher" ratio: 19:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	97.0%	97.8%	97.8%	97.9%	97.6%
Daily teacher attendance	98.3%	98.5%	98.4%	98.7%	98.7%
Teacher turnover rate	5 %	12 %*	0 %	0 %	4 %
Student dropout rate	Crawford is an elementary school.				
Student drop-off rate	Crawford is an elementary school.				

*We split our elementary school into a middle school and an elementary school. Restructuring of staff was essential at that time which affected our teacher turnover rate for 2001-2002.

PART III- SUMMARY

A Snapshot of Crawford Elementary

Crawford, the new home of President George W. Bush and the Western Whitehouse, opened its school doors for the first time in 1874. Last year the conservative rural community school located twenty miles west of Waco, Texas, moved into a new building because the school continues to experience a slow, steady growth. Families are moving to Crawford in search of a school with the mission of addressing the needs of the total child and developing academically and socially successful students. Families want schools with the purpose of creating literate, lifelong learners who are caring and contribute responsibly to society. They are looking for what Crawford Elementary School has to offer their children.

We value the lives of all children. We teach and model respect for the diversity in their lives. We believe that all children are created equal and we are sensitive to those with special needs that are manifested outside the classroom. We teach the students that the choices that they make will make a difference in their lives. While at Crawford Elementary, our students have high expectations set for them and we help them to achieve those goals. We want them to be proud of their accomplishments and proud of their school. Within that culture we begin the work of the whole school community: to educate a child for tomorrow's world.

Our school is safe, emotionally and physically, so that all students can have an equal opportunity to learn in an engaging, caring, and positive atmosphere. There is a family-like, protective, nurturing climate. We teach self-discipline, self-esteem, and character education. We help students learn how to take care of themselves and their world. The student-teacher ratio is kept low, so all students can have special attention from their teachers. Struggling students are quickly given intervention so that they do not fall behind. Sound scientific research and effective practices are studied and used to provide guidance in curriculum and instruction decisions. There is flexibility, yet accountability, built into the curriculum and instruction. Resources for students, teachers, and staff are plentiful. Celebrations of student achievement happen for small accomplishments, as well as for large ones. Parents and the community form partnerships with the school. Communication and collaboration are maintained on all levels with all stakeholders.

Crawford Elementary works to achieve its purpose and mission through site-based planning and decision making. The input from teachers, staff, parents and the community is greatly valued. Grade-level, special area, and focus teams are formed to give leadership and guidance in specific needs areas. A Campus Planning Committee made up of all stakeholders collaborates to form more specific and detailed plans for each year. The committee conducts surveys and needs assessments, sets long-range and short-term goals, develops strategies to accomplish the goals, ensures that strategies are carried out, and performs annual academic assessments.

Every member of the school community is accountable for student achievement, and we are data driven to prove that we are accountable. We hold students accountable to do their best to reach the high standards that we set for them, and we prove that through assessment. We hold parents accountable as providers of physical, psychological, and even academic needs of their children. If they are not accountable, conferences, home visits, or legal measures are taken. The administration, teachers, and other staff members are accountable for student achievement through professional assessment. If student achievement is not evident, there are consequences for all stakeholders. The community is even accountable to help provide a safe environment for students to succeed. The entire school is held accountable by the state's system, Academic Excellence Indicator System (AEIS), which rated Crawford Elementary "exemplary" (the state's highest ranking) for the last seven years.

In summary, we are student-centered; everything that occurs at Crawford Elementary is for the continuous improvement of the whole student. We do "whatever it takes" to improve *every* student's social and academic performance and to help create lifelong learners who are responsible, productive citizens for the future.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The Meaning of Crawford Elementary's Assessment Results in Reading and Math

The state's criterion-referenced assessments, the Texas Assessment of Knowledge and Skills (TAKS) and the Texas Assessment of Academic Skills (TAAS) are aligned with the state's mandated curriculum, the Texas Essential Knowledge and Skills (TEKS). This means that the objectives and expectations on the annual assessments in reading and math measure the depth and breadth of student achievement according to the state curriculum. This type of testing holds all stakeholders accountable for student achievement and supplies consequences. The implications from this kind of performance testing are extensive.

For the state and the community, Crawford's overall results tell the health of the school. It tells whether or not the school is serving its purpose and mission. Texas uses the results along with several other factors to rate schools. Crawford has received the rating of "exemplary" for the past seven years; it is the highest rating. We are proud of the recognition that we have received for working to be one of the best performing schools in the state. The assessment results can be compared to the state results, to a group of campuses similar to Crawford, or to any other campus in the state of Texas to prove accountability. We rate above the state percentages when compared to the state and at the top when compared to other elementary schools. Funding for many programs and grants is tied to student achievement on the TAKS/TAAS. This funding affects staffing and other resources for the school.

For Crawford Elementary, the purpose of performance testing is simply to measure annual student achievement for each student and for groups of students in order to plan continuous improvement. Performance assessments are in alignment with our purpose and mission. Aggregated data from test results is studied from many different angles. Strengths and weaknesses are assessed. Through demographic data we can determine the effectiveness of a program or whether resource allocations or staffing patterns need to change. Another significance of the testing is to evaluate curriculum and instruction. Through item analysis of test questions, the school can determine which objectives and expectations are being taught well or where improvement is needed. Then we research best practices and do a better job of teaching.

For the administration, teachers, and staff, professional performance is tied to student performance. If the students are not improving, then we believe that alternative instruction is needed. Administrator and teacher jobs, as well as their professional development, hinge on student performance. For example, student assessment results could indicate a need for professional development in order to teach a specific objective with a different approach. There are consequences for administrators and teachers for poor student performance which, at the least, include a professional improvement plan.

For students and parents, assessment results in the state of Texas can not only show strengths and weaknesses in learning but also now determine student promotion/placement for the following year. During the TAAS assessment years, we used aggregated TAAS data to celebrate strengths, to improve weaknesses in student achievement, and to locally determine promotion/placement for the following year. Starting with the new TAKS assessment, we not only do what we did with TAAS, but we also require students in third grade reading to pass the minimum standards on the test in order to be promoted to fourth grade. All of Crawford's students in third grade have passed the TAKS/TAAS minimum standards for the past four years. Should a student not have met minimum standards, a grade placement committee would have been formed, a plan would have been made for intervention, and multiple opportunities to meet minimum standards would have been offered. If the student still did not meet the minimum standard, that student would have been in danger of repeating the third grade. The state has not mandated such requirements for third grade math and fourth grade reading or math. However, starting in 2004-2005, the state will mandate the same passing requirements for fifth grade reading and math, which means third and fourth grade students must be meeting minimum standards in reading and math in order to pass fifth

grade assessments. Therefore, the implication is that all Crawford students must be passing the minimum standards in third and fourth grade reading and math in order to perform well on fifth grade assessments. Our goals are to keep our standards high and to continue to improve student achievement as we prepare our students for the future.

2. How Crawford Elementary Uses School Assessment Data

Crawford Elementary uses many kinds of assessments for various purposes in all areas of our school curriculum to improve academic success and to increase/encourage accountability for all stakeholders; we are data-driven. Formative assessments such as observations and checklists set high standards for learning, guide instruction, and provide warning signs to students who are struggling and may be in need of intervention. We use diagnostic data to determine where a student is academically to begin instruction or to search for a weakness in concepts that should have been mastered. Special awareness is given to factors that may be a disadvantage or advantage to students such as living in a migrant family or being gifted. Other formative assessments empower parents, as well as teachers and staff, to help students. Such simple things as folder reports that are sent home weekly, three-week reports, and assessment conferences, as well as report cards, assist parents in understanding and helping students with their schoolwork. Communication and collaboration perpetuate continuous improvement within the school community. Benchmark assessments are made after concepts have been taught to determine the mastery level; they directly measure the level of the learning objective. At any time when students are found to be struggling with a concept, intervention is available. Depending on severity of the problem, the classroom teacher or a group of teachers and the parents may meet to develop an intervention plan. The plan will include a needs assessment to determine where the student is, a plan to make improvements, and a method to determine success.

At the end of the year, we use summative assessments to determine achievement and progress of the students as well as to assess teacher and school performance. Not only are such things as report cards, end-of-year subject tests, more observations, and checklists provided, but also other formal annual academic assessments such as the *Iowa Test of Basic Skills* in kindergarten, first and second grade and the TAKS/TAAS tests in reading and math to assess student achievement in the third and fourth grades are used. These tests provide a formal overall look at yearly achievement, as well as a detailed look at the school, the administrator, the teacher, and most of all student performance.

3. How Crawford Elementary Communicates Student Performance

Because success for *all* students is the very essence of our school, Crawford Elementary offers a plan for student achievement that is communicated to *every* student and parent at the beginning of each year. This plan is implemented through grade-level parent meetings, individual parent conferences, and home visits. Nonformal assessments are ongoing at Crawford, and parents are notified immediately if intervention is needed. Parents receive weekly notification of student performance through a folder system. Formal assessment is performed about every three weeks, and a report card communicates student performance every six weeks. Celebrations of student/group performance supported by parents and the community are not uncommon at our school. Assessment data such as the Texas Assessment of Knowledge and Skills is communicated to parents by mail, and a parent conference is scheduled if requested by the parent or teacher. The parents and community receive data about school performance such as Honor Roll lists every six weeks, the Texas Assessment of Knowledge and Skills, and the Texas School Report Card by the Crawford web site or the mail. Two award ceremonies celebrating student achievement for all students are held during each year. Crawford Elementary believes that to be successful we must be able to measure and celebrate success for *all* students and that to continue to succeed we must that communicate success.

4. Crawford Elementary Will/Does Share Its Success

Crawford Elementary will share and does share on a local and area level a leadership role for school improvement and student achievement. Internationally, President George W. Bush has held press conferences at our school at which Crawford Elementary was asked to showcase our school to Russian and English diplomats and press reporters. On a local and area level, Crawford Elementary networks with teachers from surrounding schools in order to share information. We welcome other schools to visit for the purpose of observing and discussing programs. Some Crawford Elementary teachers partner with teachers from other schools and share information on a more individualized basis. Students from surrounding colleges and universities come for observations, internships, and student teaching. Some teachers have been presenters at conferences. At a regional workshop, plans are being made for our school to mentor another school that needs to improve student instruction. Also, a video to showcase our successes is being planned to use at a regional level. Long-range plans include the addition of a link to a Crawford Elementary web site to share accomplishments. Crawford Elementary and its teachers are eager to share our successes with others because it helps us to stay on the cutting edge of educational improvement.

PART V – CURRICULUM AND INSTRUCTION

1. Crawford Elementary's Curriculum

Crawford Elementary's curriculum is student-centered and data-driven. Curriculum decisions are determined by continuous ongoing assessments of the needs of the students within a framework of objectives. The framework for Crawford Elementary's well-balanced curriculum is the Texas Essential Knowledge and Skills along with the collaboratively developed local curriculum objectives. These spiraling objectives are developed and charted not only horizontally at each grade-level, but also vertically between the grade levels to insure mastery of concepts. The expectations and standards for achievement are set high. The curriculum is designed to enhance and to challenge the learner as he gains knowledge and skills through the use of Benjamin Bloom's taxonomy of learning. This taxonomy is useful to differentiate learning for students on many levels. With this basic framework, teachers can use their expertise to collaboratively develop many different formats and use a variety of approaches to enhance learning to meet the needs of the students.

English Language Arts comes foremost in our curriculum because only through reading can students succeed in school and in life**.** Through this curriculum students improve speaking and listening skills, reading skills, and writing. Teachers use a multi-sensory approach to literacy starting with *Sing, Spell, Read, and Write*. Our English as a Second Language (ESL) program helps Spanish-speaking students in small group settings to make quick transitions into the English language. Speech classes through our Special Education department can help students who are struggling with articulation and oral language. One of our strongest and most beneficial programs at our school is our library's extensively used Accelerated Reader Program. Through this program our students not only practice their reading skills and gain knowledge but also learn to love reading for a lifetime. Math, another fundamental area of learning, builds basic understandings in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. Because we earnestly believe that students need and must have a good foundation in these two curriculum areas, reading and math skills are taught in isolation and integrated throughout the school day. For students struggling with reading or math, we provide several options for interventions. In a reading and math lab, a highly qualified teacher and paraprofessional reteaches or does "whatever it takes" to supply missed concepts usually in small group settings. Our reading lab also provides assistance to

students with dyslexia. Parent and community volunteers help students by listening to them read or practice math facts. After all other interventions have been exhausted, special education can assess for a learning disability and more permanent intervention provided in English language arts or math. Science students learn concepts effectively through a balance of hands-on activities and solid content knowledge. Not only do they learn concepts in life science, physical science, earth and space science, science in a personal and social perspective, and science as a human endeavor, but also, they learn about and perform methods and understandings of scientific inquiry and about the intersection of technology and science. Social studies students develop knowledge and skills within the different strands: history; geography; economics; government; citizenship; culture; science, technology and society; and social studies skills. To enrich these core areas of curriculum, students participate in learning the fine arts including art, music, and theater. Students experience and develop skills to maintain a healthy and active lifestyle through physical education and health. Because Texas borders a Spanish-speaking country, all students receive instruction in the Spanish language. The most exciting curriculum is technology where students not only build fundamental skills but also learn information acquisition, new ways to communicate, and problem solving. Technology is taught isolated and integrated throughout the curriculum. Our curriculum intervention includes a gifted and talented program, as well as enrichment in the subject areas. Students do independent and group study. Crawford's encompassing, well-balanced curriculum engages all students with significant content based on high standards.

2. Crawford Elementary's Reading Curriculum

Crawford Elementary uses student-centered learning and high expectations with a research-based reading curriculum that incorporates a phonics-based approach, as well as a whole language approach to reading. Because needs of students vary, teachers must provide students with an abundance of varied yet interrelated experiences. These experiences expand the student's use and appreciation of oral language, develop the understanding and the purpose of the written language, and provide opportunities to hear good stories and informational books read aloud. Additionally, students must have experiences to learn, manipulate, and understand the relationships between phonemes and graphemes. As students begin to read by the middle of kindergarten, they are given experiences to learn effortless decoding strategies so they can focus on the meaning of what they are reading, practice accurate and fluent reading, and comprehend a wide assortment of books and other texts. Students are also given opportunities to develop vocabulary through varied reading and direct vocabulary instruction, to learn and apply comprehension strategies as they think critically about what they read, and to relate their writing to spelling and reading. As students are given these experiences and skills are developed, assessments are completed at the beginning of the year such as the *Texas Primary Reading Inventory*, the *Quick Phonics Screener,* and the *Standardized Test Assessment of Reading.* About every three weeks thereafter, we assess as necessary in order to chart academic achievement and to determine if intervention is needed. Intervention is available through many different strategies at all levels of reading because it is essential that all students are successful readers. Crawford Elementary and research have concluded that certain basic elements in the intervention curriculum help struggling readers to succeed. Flexible grouping and intense instruction can stimulate learning; students profit differently from different groups. Making reading successful for students who are struggling requires the use of meaningful explicit instruction in which skills and strategies are taught using modeling with explanations across activities and settings. It also includes many opportunities for practice with feedback and ongoing monitoring of the learning progress. Repetition of concepts is important. Students who are struggling benefit from opportunities to maintain and transfer or generalize the skills and strategies learned. They must use materials at their instructional reading level, not at a frustrational level. Technology assisted reading instruction is beneficial and motivational, especially for students who have fallen behind. These students also profit from careful planning that considers their unique learning strengths and needs. Teachers collaborating with other professionals and with parents to tailor and support curriculum and instruction for these children are also an important factoring in helping students showing disparities. We must do "whatever works best" to help *all* students

to be successful readers because reading is essential for success in school and in life; it is a basic foundation that all students must have.

3. Crawford Elementary's Math Curriculum

Crawford Elementary's mission is to prepare students for the future, and the future for all will certainly include basic skills such as those found in our math curriculum. Throughout our well-balanced math curriculum, students build a foundation of basic understandings in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. Students use algorithms for addition, subtraction, multiplication, and division as generalizations connected to concrete experiences. They concretely develop basic concepts of fractions and decimals. Students use appropriate language and organizational structures such as tables and charts to represent and communicate relationships, make predictions, and solve problems. Students select and use formal language to describe their reasoning as they identify, compare, and classify shapes and solids. They use numbers, standard units, and measurement tools to describe and compare objects, make estimates, and solve application problems. Students organize data, choose an appropriate method to display the data, and interpret the data to make decisions and predictions, and to solve problems. Problem solving, language and communication, connections within and outside mathematics and formal and informal reasoning underlie all content areas in mathematics. Throughout mathematics students use these processes together with technology and other mathematical tools such as manipulative materials, to develop conceptual understanding and to solve problems as they do mathematics. As in reading, math skills are formally assessed at the beginning of the year and about every three weeks thereafter. At anytime if deficiencies are detected, interventions can begin. Intervention can take many forms: volunteers working with the students, conferences to empower parents to help at home, a math lab at school, or a paraprofessional mentoring with technology. Interventions are limitless as long as the imagination can brainstorm ideas within reasonable resources. We do "whatever works best" so that *all* students can learn and be successful.

4. Crawford Elementary's Instructional Methods

A philosophy of being student-centered plus doing "whatever works best" to help *all* students learn lends itself to differentiated instruction inside and outside the classroom. In the research-based practice of differentiating instruction, Crawford Elementary recognizes that students come to school with a wide-range of needs. To meet those needs and maximize student achievement, we first determine the student's level of learning and assist that student to make progress from there. In practice, we may offer several different learning experiences in response to the student's varied needs. Teachers differentiate instruction by changing the content, the process, the product, and the learning environment after determining the readiness level, interest, and learning profile of the student. There is no decisive plan for differentiating instruction; rather it is a way of thinking about teaching and learning that values the student and can be translated into classroom instruction in many different ways. The teacher of a differentiated classroom must have the desire to challenge *all* students, be flexible, have the knowledge and skill to use many teaching methods, and the willingness to learn new avenues to meet student needs. For this reason professional development plays an important role. Flexible grouping is an integral part of differentiating instruction. From self-contained classrooms, to team teaching, to departmentalization of levels, to placing students in lower grades for temporary periods of time, flexible grouping helps teachers meet students' needs. A more highly defined form of flexible grouping that has proven to be most beneficial is classroom tutorials where classroom teachers are given time during the school day to tutor students who did not master a concept during the week. Evaluation and assessments are an essential part of this method of teaching; it's tightly linked to the instruction. Teachers must know where their students are through assessment to plan the next steps in instruction to improve student achievement. Differentiating instruction for our school is an ongoing process for teachers and students.

5. Crawford Elementary's Professional Development

Good schools come from the thoughts and actions of the professionals in those schools; therefore, the development of thoughts and actions become important. The goal of our school's professional development program is to improve student achievement through highly qualified teachers and paraprofessionals, our most valuable resources. The school provides all new staff to our school with a mentoring program provided by a master teacher and the principal. Each year professional development is collaboratively planned, implemented, and evaluated by the administration and teachers. The plan is based on school-wide goals, but integrates individual and group goals with the school goals. Long-range planning, as well as short-term goals, are developed that are based on scientific research and best practices. Professional development implementation is accomplished through many different formats such as skill development, action research, networking, teacher centers, teacher institutes, teacher leadership, partnerships, and individually planned professional development. The Texas Professional Development Appraisal System (PDAS) is used as an evaluation instrument for individual assessment. It allows for individual reflection and administrator input. Cornerstones of the process include a minimum of one forty-five minute observation and completion of the Teacher Self-Report form. The PDAS includes fifty-one criteria within eight domains reflecting the proficiencies for learner-centered instruction. The domains include the following: (1) Active, Successful Student Participation in the Learning Process (2) Learner-Centered Instruction (3) Evaluation and Feedback on Student Progress (4) Management of Student Discipline, Instructional Strategies, Time/Materials (5) Professional Communication (6) Professional Development (7) Compliance with Policies, Operating Procedures and Requirements (8) Improvement of All Students' Academic Performance. Finally, each year the staff and administration evaluate the school's overall professional development program in order to further improve student instruction.

PART VI - PRIVATE SCHOOL ADDENDUM

Crawford Elementary is a public school.
This portion of the application does not apply to our school.

PART VII - ASSESSMENT RESULTS

Data Table Explanations

Texas Assessment of Knowledge and Skills (TAKS)
Texas Assessment of Academic Skills (TAAS)

The state mandated curriculum and assessments have gone through many changes in five years. In 1998-1999, Texas began a new statewide curriculum called the Texas Essential Knowledge and Skills (TEKS), and used a criterion-referenced testing program called the Texas Assessment of Academic Skills (TAAS). That year test items were matched to the TEKS and TAAS assessed only areas common to the TEKS and the older curriculum the essential elements. The 1999-2000 school year marked the full implementation of the TEKS, which was tested with the TAAS, but the TAAS still did not completely align with the TEKS. In 2002-2003, the TAKS, a completely reconceived testing program, was implemented. It includes more of the TEKS than the TAAS and attempts to ask questions in more authentic ways. TAKS has been developed to better reflect good instructional practice and more accurately measure student learning. Moreover, our curriculum is in total alignment with its assessment.

**** No data reported for fewer than five students

SDAA (State Developed Alternate Assessment)- A test that is part of the Texas Student Assessment Program designed for students who receive special education services and for whom the TAKS/TAAS, even with allowable accommodations, is not appropriate, as determined by the student's admission, review, and dismissal (ARD) committee.

Students Exempt or Excluded- During years prior to the SDAA, the special education ARD committee could determine that the TAAS, even with allowable accommodations, was not appropriate, as determined by the student's admission, review, and dismissal (ARD) committee.

Group Performances-Ethnic/Racial- Crawford Elementary had no other ethnic/racial groups other than Whites, Hispanics, and Blacks during the five years.

Group Performances-Socioeconomic- Crawford Elementary has had no Limited English Proficiency, English as a Second Language, or Bilingual students in the third or fourth grades during the five years. We did have English as Second Language students, but they were exited from the program before third grade.

Commended Performance (TAKS)/Mastered All Objectives (TAAS)- This category represents high academic achievement on the TAKS, and mastery on all objectives on the TAAS. Students performed at a level that was considerably above the state passing standard. Students demonstrated a thorough understanding of the knowledge and skills measured at his grade.

Met the Standard (TAKS)/Met Minimum Expectations (TAAS)- This category represents satisfactory academic achievement. Students in this category performed at a level that was at or somewhat above the state passing standard. Students demonstrated sufficient understanding of the knowledge and skills measured at this grade.

Did Not Meet the Standard (TAKS)/Did Not Meet Minimum Expectations (TAAS)- This category represents unsatisfactory academic achievement. Students in this category performed at a level that was below the state passing standard. Students demonstrated an insufficient understanding of the knowledge and skills measured at this grade.

Third Grade Reading

Texas Assessment of Knowledge and Skills (TAKS)
Texas Assessment of Academic Skills (TAAS)
Criterion-Referenced Tests published by the Texas Education Agency

SCHOOL YEAR (Publication Year)	**2002-2003**	**2001-2002**	**2000-2001**	**1999-2000**	**1998-1999**
▪ **Test Given**	TAKS	TAAS	TAAS	TAAS	TAAS
▪ **Testing Month**	March	April	April	April	April
▪ **Number of Students in Grade**	51	45	46	34	48
◦ Students Taking TAKS/TAAS	48	42	45	32	43
% Taking the TAKS/TAAS	94%	93%	98%	94%	90%
◦ Students Taking the SDAA	3	3	1	----------	----------
% Taking the SDAA	6%	7%	2%	----------	----------
◦ Students Absent	0	0	0	0	0
% Absent	0%	0%	0%	0%	0%
◦ Students Exempt or Excluded	0	0	0	2	5
% Exempt or Excluded	0%	0%	0%	6%	10%
CRAWFORD TAKS/TAAS					
▪ **All Students**					
Number of Students Tested	48	42	45	32	43
% Commended Performance	42%	88%	73%	88%	72%
% Met the Standard	100%	100%	100%	100%	98%
% Did Not Meet the Standard	0%	0%	0%	0%	2%
▪ **Group Performances-Gender**					
◦ Male					
Number of Students Tested	28	23	26	18	25
% Commended Performance	43%	89%	69%	83%	68%
% Met the Standard	100%	100%	100%	100%	100%
% Did Not Meet the Standard	0%	0%	0%	0%	0%
◦ Female					
Number of Students Tested	20	19	19	14	18
% Commended Performance	40%	89%	79%	93%	78%
% Met the Standard	100%	100%	100%	100%	94%
% Did Not Meet the Standard	0%	0%	0%	0%	6%
▪ **Group Performance-Ethnic/Racial**					
◦ White					
Number of Students Tested	48	39	42	29	40
% Commended Performance	42%	87%	74%	86%	70%
% Met the Standard	100%	100%	100%	100%	98%
% Did Not Meet the Standard	0%	0%	0%	0%	2%

◦ Hispanic					
Number of Students Tested	4	3	1	3	3
% Commended Performance	****	****	****	****	****
% Met the Standard	****	****	****	****	****
% Did Not Meet the Standard	****	****	****	****	****
◦ Black					
Number of Students Tested	0	0	2	0	0
% Commended Performance	****	****	****	****	****
% Met the Standard	****	****	****	****	****
% Did Not Meet the Standard	****	****	****	****	****
▪ **Group Performances-Socioeconomic**					
◦ Economically Disadvantaged					
Number of Students Tested	8	6	9	4	5
% Commended Performance	13%	60%	83%	****	****
% Met the Standard	100%	100%	100%	****	****
% Did Not Meet the Standard	0%	0%	0%	****	****
◦ Title I, Part A					
Number of Students Tested	48	42	45	32	41
% Commended Performance	42%	88%	73%	88%	76%
% Met the Standard	100%	100%	100%	100%	98%
% Did Not Meet the Standard	0%	0%	0%	0%	2%
◦ Migrant					
Number of Students Tested	0	0	2	0	0
% Commended Performance	****	****	****	****	****
% Met the Standard	****	****	****	****	****
% Did Not Meet the Standard	****	****	****	****	****
◦ Special Education					
Number of Students Tested	3	1	0	0	0
% Commended Performance	****	****	****	****	****
% Met the Standard	****	****	****	****	****
% Did Not Meet the Standard	****	****	****	****	****
◦ Gifted/Talented					
Number of Students Tested	3	7	2	5	5
% Commended Performance	****	86%	****	100%	80%
% Met the Standard	****	100%	****	100%	100%
% Did Not Meet the Standard	****	0%	****	0%	0%
◦ At-Risk					
Number of Students Tested	3	0	3	2	0
% Commended Performance	****	****	****	****	****
% Met the Standard	****	****	****	****	****
% Did Not Meet the Standard	****	****	****	****	****
STATE TAKS/TAAS					
% Commended Performance	3%	55%	54%	56%	63%
% Met the Standard	63%	87%	86%	87%	88%
% Did Not Meet the Standard	37%	13%	14%	13%	12%

Third Grade Math

Texas Assessment of Knowledge and Skills (TAKS)
Texas Assessment of Academic Skills (TAAS)
Criterion-Referenced Tests published by the Texas Education Agency

SCHOOL YEAR (Publication Year)	**2002-2003**	**2001-2002**	**2000-2001**	**1999-2000**	**1998-1999**
▪ **Test Given**	TAKS	TAAS	TAAS	TAAS	TAAS
▪ **Testing Month**	April	April	April	April	April
▪ **Number of Students in Grade**	52	45	46	34	48
◦ Students Taking TAKS/TAAS	50	43	43	31	43
% Taking the TAKS/TAAS	96%	95%	93%	91%	90%
◦ Students Taking the SDAA	2	2	3	----------	----------
% Taking the SDAA	4%	5%	7%	----------	----------
◦ Students Absent	0	0	0	0	0
% Absent	0%	0%	0%	0%	0%
◦ Students Exempt or Excluded	0	0	0	3	5
% Exempt or Excluded	0%	0%	0%	****	****
CRAWFORD TAKS/TAAS					
▪ **All Students**					
Number of Students Tested	50	43	43	31	43
% Commended Performance	38%	63%	7%	65%	51%
% Met the Standard	100%	100%	100%	94%	95%
% Did Not Meet the Standard	0%	0%	0%	0%	0%
▪ **Group Performances-Gender**					
◦ Male					
Number of Students Tested	30	24	25	18	25
% Commended Performance	38%	67%	4%	72%	60%
% Met the Standard	100%	100%	100%	94%	100%
% Did Not Meet the Standard	0%	0%	0%	0%	0%
◦ Female					
Number of Students Tested	20	19	18	13	18
% Commended Performance	50%	58%	11%	54%	39%
% Met the Standard	100%	100%	100%	92%	89%
% Did Not Meet the Standard	0%	0%	0%	8%	11%
▪ **Group Performances-Ethnic/Racial**					
◦ White					
Number of Students Tested	46	40	41	28	40
% Commended Performance	41%	65%	7%	64%	53%
% Met the Standard	100%	100%	100%	93%	95%
% Did Not Meet the Standard	0%	0%	0%	0%	5%

◦ Hispanic					
Number of Students Tested	4	3	1	3	3
% Commended Performance	****	****	****	****	****
% Met the Standard	****	****	****	****	****
% Did Not Meet the Standard	****	****	****	****	****
◦ Black					
Number of Students Tested	0	0	1	0	0
% Commended Performance	****	****	****	****	****
% Met the Standard	****	****	****	****	****
% Did Not Meet the Standard	****	****	****	****	****
Group Performances-Socioeconomic					
◦ Economically Disadvantaged					
Number of Students Tested	9	6	8	4	5
% Commended Performance	11%	40%	17%	****	****
% Met the Standard	100%	100%	100%	****	****
% Did Not Meet the Standard	0%	0%	0%	****	****
◦ Title I, Part A					
Number of Students Tested	50	43	43	31	41
% Commended Performance	38%	63%	7%	65%	54%
% Met the Standard	100%	100%	100%	94%	95%
% Did Not Meet the Standard	0%	0%	0%	6%	5%
◦ Migrant					
Number of Students Tested	0	0	2	0	0
% Commended Performance	****	****	****	****	****
% Met the Standard	****	****	****	****	****
% Did Not Meet the Standard	****	****	****	****	****
◦ Special Education					
Number of Students Tested	4	1	1	0	0
% Commended Performance	****	****	****	****	****
% Met the Standard	****	****	****	****	****
% Did Not Meet the Standard	****	****	****	****	****
◦ Gifted/Talented					
Number of Students Tested	3	7	2	5	5
% Commended Performance	****	100%	****	100%	100%
% Met the Standard	****	100%	****	100%	100%
% Did Not Meet the Standard	****	0%	****	0%	0%
◦ At-Risk					
Number of Students Tested	3	1	1	2	0
% Commended Performance	****	****	****	****	****
% Met the Standard	****	****	****	****	****
% Did Not Meet the Standard	****	****	****	****	****
STATE TAKS/TAAS					
% Commended Performance	18%	22%	16%	35%	41%
% Met the Standard	90%	87%	82%	80%	82%
% Did Not Meet the Standard	10%	13%	18%	20%	18%

4th Grade Reading

Texas Assessment of Knowledge and Skills (TAKS)
Texas Assessment of Academic Skills (TAAS)
Criterion-Referenced Tests published by the Texas Education Agency

SCHOOL YEAR (Publication Year)	**2002-2003**	**2001-2002**	**2000-2001**	**1999-2000**	**1998-1999**
▪ **Test Given**	TAKS	TAAS	TAAS	TAAS	TAAS
▪ **Testing Month**	March	April	April	April	April
▪ **Number of Students in Grade**	50	46	32	53	35
◦ Students Taking TAKS/TAAS	47	43	28	48	34
% Taking the TAKS/TAAS	94%	94%	88%	91%	97%
◦ Students Taking the SDAA	3	3	4	----------	----------
% Taking the SDAA	6%	6%	12%	----------	----------
◦ Students Absent	0	0	0	0	0
% Absent	0%	0%	0%	0%	0%
◦ Students Exempt or Excluded	0	0	0	5	1
% Exempt or Excluded	0%	0%	0%	9%	3%
CRAWFORD TAKS/TAAS					
▪ **All Students**					
Number of Students Tested	47	43	28	48	34
% Commended Performance	34%	33%	21%	56%	47%
% Met the Standard	100%	100%	100%	96%	97%
% Did Not Meet the Standard	0%	0%	0%	4%	3%
▪ **Group Performances-Gender**					
◦ Male					
Number of Students Tested	26	26	15	28	16
% Commended Performance	42%	19%	33%	61%	44%
% Met the Standard	100%	100%	100%	96%	100%
% Did Not Meet the Standard	0%	0%	0%	4%	0%
◦ Female					
Number of Students Tested	21	17	13	20	18
% Commended Performance	24%	53%	8%	50%	50%
% Met the Standard	100%	100%	100%	95%	94%
% Did Not Meet the Standard	0%	0%	0%	5%	6%
Group Performances-Ethnic/Racial					
◦ White					
Number of Students Tested	43	41	24	44	30
% Commended Performance	37%	32%	25%	63%	50%
% Met the Standard	100%	100%	100%	92%	100%
% Did Not Meet the Standard	0%	0%	0%	2%	0%

◦ Hispanic					
Number of Students Tested	4	1	4	4	3
% Commended Performance	****	****	****	****	****
% Met the Standard	****	****	****	****	****
% Did Not Meet the Standard	****	****	****	****	****
◦ Black					
Number of Students Tested	0	1	0	0	0
% Commended Performance	****	****	****	****	****
% Met the Standard	****	****	****	****	****
% Did Not Meet the Standard	****	****	****	****	****
Group Performances-Socioeconomic					
◦ Economically Disadvantaged					
Number of Students Tested	8	7	3	4	6
% Commended Performance	13%	50%	****	****	20%
% Met the Standard	100%	100%	****	****	80%
% Did Not Meet the Standard	0%	0%	****	****	20%
◦ Title I, Part A					
Number of Students Tested	47	43	28	47	34
% Commended Performance	34%	33%	21%	57%	47%
% Met the Standard	100%	100%	100%	96%	97%
% Did Not Meet the Standard	0%	0%	0%	4%	3%
◦ Migrant					
Number of Students Tested	0	2	0	1	0
% Commended Performance	****	****	****	****	****
% Met the Standard	****	****	****	****	****
% Did Not Meet the Standard	****	****	****	****	****
◦ Special Education					
Number of Students Tested	1	0	1	2	0
% Commended Performance	****	****	****	****	****
% Met the Standard	****	****	****	****	****
% Did Not Meet the Standard	****	****	****	****	****
◦ Gifted/Talented					
Number of Students Tested	8	2	4	8	6
% Commended Performance	63%	****	****	88%	100%
% Met the Standard	100%	****	****	100%	100%
% Did Not Meet the Standard	0%	****	****	0%	0%
◦ At-Risk					
Number of Students Tested	1	1	1	2	4
% Commended Performance	****	****	****	****	****
% Met the Standard	****	****	****	****	****
% Did Not Meet the Standard	****	****	****	****	****
STATE TAKS/TAAS					
% Commended Performance	17%	49%	48%	52%	52%
% Met the Standard	85%	92%	90%	89%	88%
% Did Not Meet the Standard	15%	8%	10%	11%	12%

Fourth Grade Math

Texas Assessment of Knowledge and Skills (TAKS)
Texas Assessment of Academic Skills (TAAS)
Criterion-Referenced Tests published by the Texas Education Agency

SCHOOL YEAR (Publication Year)	**2002-2003**	**2001-2002**	**2000-2001**	**1999-2000**	**1998-1999**
▪ **Test Given**	TAKS	TAAS	TAAS	TAAS	TAAS
▪ **Testing Month**	March	April	April	April	April
▪ **Number of Students in Grade**	50	46	32	53	35
◦ Students Taking TAKS/TAAS	47	43	28	48	34
% Taking the TAKS/TAAS	94%	94%	88%	91%	97%
◦ Students Taking the SDAA	3	3	4	----------	----------
% Taking the SDAA	6%	6%	12%	----------	----------
◦ Students Absent	0	0	0	0	0
% Absent	0%	0%	0%	0%	0%
◦ Students Exempt or Excluded	0	0	0	5	1
% Exempt or Excluded	0%	0%	0%	9%	3%
CRAWFORD TAKS/TAAS					
▪ **All Students**					
Number of Students Tested	47	43	28	48	34
% Commended Performance	34%	33%	21%	56%	47%
% Met the Standard	100%	100%	100%	96%	97%
% Did Not Meet the Standard	0%	0%	0%	4%	3%
▪ **Group Performances-Gender**					
◦ Male					
Number of Students Tested	26	26	15	28	16
% Commended Performance	42%	19%	33%	61%	44%
% Met the Standard	100%	100%	100%	96%	100%
% Did Not Meet the Standard	0%	0%	0%	4%	0%
◦ Female					
Number of Students Tested	21	17	13	20	18
% Commended Performance	24%	53%	8%	50%	50%
% Met the Standard	100%	100%	100%	95%	94%
% Did Not Meet the Standard	0%	0%	0%	5%	6%
▪ **Group Performances Ethnic/Racial**					
◦ White					
Number of Students Tested	43	41	24	44	30
% Commended Performance	37%	32%	25%	63%	50%
% Met the Standard	100%	100%	100%	92%	100%
% Did Not Meet the Standard	0%	0%	0%	2%	0%

◦ Hispanic					
Number of Students Tested	4	1	4	4	3
% Commended Performance	****	****	****	****	****
% Met the Standard	****	****	****	****	****
% Did Not Meet the Standard	****	****	****	****	****
◦ Black					
Number of Students Tested	0	1	0	0	0
% Commended Performance	****	****	****	****	****
% Met the Standard	****	****	****	****	****
% Did Not Meet the Standard	****	****	****	****	****
Group Performances-Socioeconomic					
◦ Economically Disadvantaged					
Number of Students Tested	8	7	3	4	6
% Commended Performance	13%	50%	****	****	20%
% Met the Standard	100%	100%	****	****	80%
% Did Not Meet the Standard	0%	0%	****	****	20%
◦ Title I, Part A					
Number of Students Tested	47	43	28	47	34
% Commended Performance	34%	33%	21%	57%	47%
% Met the Standard	100%	100%	100%	96%	97%
% Did Not Meet the Standard	0%	0%	0%	4%	3%
◦ Migrant					
Number of Students Tested	0	2	0	1	0
% Commended Performance	****	****	****	****	****
% Met the Standard	****	****	****	****	****
% Did Not Meet the Standard	****	****	****	****	****
◦ Special Education					
Number of Students Tested	1	0	1	2	0
% Commended Performance	****	****	****	****	****
% Met the Standard	****	****	****	****	****
% Did Not Meet the Standard	****	****	****	****	****
◦ Gifted/Talented					
Number of Students Tested	8	2	4	8	6
% Commended Performance	63%	****	****	88%	100%
% Met the Standard	100%	****	****	100%	100%
% Did Not Meet the Standard	0%	****	****	0%	0%
◦ At-Risk					
Number of Students Tested	1	1	1	2	4
% Commended Performance	****	****	****	****	****
% Met the Standard	****	****	****	****	****
% Did Not Meet the Standard	****	****	****	****	****
STATE TAKS/TAAS					
% Commended Performance	15%	18%	13%	43%	35%
% Met the Standard	87%	94%	91%	87%	87%
% Did Not Meet the Standard	13%	6%	9%	13%	12%